

Problem/Solution Essay

Name: _____

Teacher: Mrs. Wellman-High Horse

Class: College English

Description: In conjunction with the “Youth Engaged” Daly Award, write a problem/solution essay that explores a real problem in Washington County -- demonstrating a concrete, detailed, analytical, and personal understanding of it. The solutions should be creative, reasonable, and well-supported from credible resources. The essay's structure should be simple: thoroughly describe the problem, suggest solutions, acknowledge the refutations, offer your preferred solution, defend it, and provide steps for implementation and call to action. The writer's tone should fit the seriousness of the problem.

	10-9	8 -7	6-5
Ideas	Writer demonstrates a concrete, detailed, analytical and personal understanding of the problem. The beginning engages the reader and the text includes compelling, feasible solutions supported by statistics, examples, and information from credible resources. Implementation strategy and call to action is feasible, logical, and clear.	Writer shows some understanding of problem, but few details are involved. Essay needs more concrete information from research; few sources are questionable. The beginning basically tells the reader the problem and body includes information that helps the reader understand the problem. Some solutions need more development, somewhat unworkable and rather ambiguous.	Writer has not clearly defined a problem. Information is too sketchy and details are missing. No incorporation of or reference to credible sources. Beginning and ending needs work to satisfy the reader that the problem and solution are important. Solutions are unrealistic and farfetched.
Organization	1. Introduction clearly states and analyzes the problem (causes, parts, and future implications); 2. provides possible reasonable and thorough solutions, provides the benefits and refutations; 3. “thee” solution is clear and understandable; 4. the conclusion effectively ends with an implementation strategy of “thee” solution, and call to action/persuasion so reader easily recognizes his/her part in solving problem. 5. Effective use of transitional words, so reader is aware of movement to next point.	The material may be presented, but can be confusing. The causes of the problem, the parts of the problem, the future implications of the problem and possible solutions are included, but are hard to follow. Conclusion is evident but structurally weak and rather ineffective (not persuasive). Information is apparent but lacks effective flow. Transitions are sometimes used to connect ideas and change of topic.	The essay doesn't include the basic causes of the problem, parts of the problem, future implications and the possible solutions. No use of transitions.
Voice	The writer's tone fits the seriousness of the problem. Voice is engaging and fair, yet persuasive and individualistic to strongly advocate the solution.	The writer seems sincere but not fully engaged or involved. As a result, the suggested problem and its solutions are not as compelling as it could be.	The writer seems indifferent, uninvolved, or distanced from the problem, his or her solution, and uninterested in his or her audience.
Word Choice	Words convey the intended message in a precise, powerful, engaging, and natural way.	A moment or two of sparkle. Language is functional, but lacks energy. Easy to figure out the writer's meaning on a general level.	The writer struggles with a limited vocabulary, searching for words to convey meaning. Lifeless and not stimulating.
Sentence Fluency	The writing has an easy flow and rhythm. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text hums along with a steady beat, but tends to be more pleasant or business-like than musical, more mechanical than fluid.	The reader has to reread quite a bit in order to give this paper a fair interpretive reading.
Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few, just minor touchups.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.
Formatting	6-7 pages; MLA format and style: double spaced, Times New Roman, 12 points, title, heading, header	5 pages; most, but not all MLA format and style guidelines are followed	4 pages or less; few or no MLA format and style guidelines are followed